Assessment Director's Meeting

February 28, 2013 10:00 a.m. – 11:30 p.m.



AGENDA

Assessment Director's Meeting

Thursday, February 28, 2013 9:00 a.m. – 11:30 p.m.

Utah State Office of Education Basement West Conference Room250 East 500 South
Salt Lake City, Utah 84114

10:00 a.m. – 11:15 a.m. Assessment Updates:

ACT / Nolan Fawcett

DWA / Utah Write / DIBELS / Julie Benson

UALPA / Kurt Farnsworth

UAA / CBT /Julie Quinn

Secondary Math / John Jesse

SGP Individual Reports / John Jesse

11:15 a.m. – 11:30 a.m. AIR Update John Jesse



ACT UPDATE

- Test Date: Tuesday March 5, 2013
- Testing must start by 9 am
- 28,000 students
- 97 Schools participating
 - 12 Charter
 - 36 Districts





DIBELS Next MOY Checklist

The following items should be complete...

- ✓ Middle of Year (MOY) testing completed by January 31.
- ✓ Parent notification for all students designated as reading below grade level by February 15.
- ✓ DIBELS Next composite score entered into SIS by February 28.

Utah Write Update

- Utah Write is using a new PEG model that enhances error-recognition capabilities and is more sensitive to flaws, resulting in slightly lower scores.
- DWA is using the same PEG model with the same scoring standard that has been used in the past to keep comparability from year to year unchanged.



DWA

- REMINDER: Preloads must be submitted, and preload "session" closed, by Wednesday evening to be able to test the following Monday.
- SDDV logins, used for error reporting, will be distributed before March 4.
- After your testing window ends, use the SDDV login to review/resolve errors. MI will assist with this process.

MI help desk info dwasupport@misttest.com 855-999-4246



DWA reminders

- DWA has no time constraint.
- DWA should be administered in one sitting.
- Students can be supplied with a blank sheet of paper for pre-writing.
- Restarts are only available under extreme circumstances. The request must come from the AD.



UALPA

Key Dates

- Final Pre-ID Submission Date
 - March 8 Materials delivered by March 25
- Early scoring submission DEADLINE
 - March 8 Preliminary Class Roster Reports Available April 30
- Final Submission Deadline
 - May 10 Reports available June 28

https://ut-servicepoint.questarai.com/SVDocs/UT-UALPA/UT1302/UALPA%202012-2013%20Key%20Dates%2011-7-12.pdf

UALPA

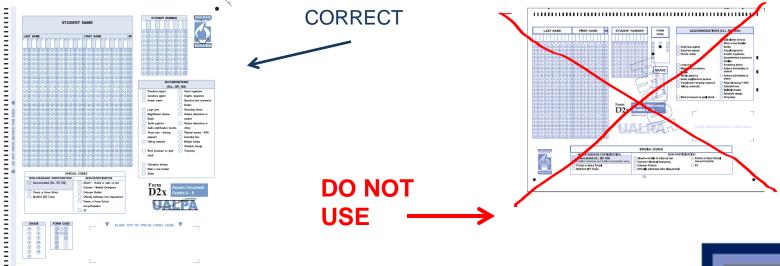
Materials

- All reusable materials should be in your buildings.
- 2013 administration
 - T (Level 1)
 - **Z** (Level 2)
- Keep all materials for future administration.
- Answer Documents and Header Sheets come with your pre-ID labels. (This includes all B forms)
- Large Print orders, please contact Wendy Carver at wendy.carver@schools.utah.gov
 - Please plan on at least a 3 week turnaround



Do NOT use last year's answer documents!

- Answer documents that are received by Questar that are from previous years will be returned to LEAs for transcription. You don't want to do this.
- CORRECT answer documents are portrait orientation.





UALPA <u>Returning Materials</u>

Header Sheets

- Only 1 header sheet is required per school.
- Scores will be reported by grade level, school, and LEA.
- If reports are desired by "class" or other special reporting group, a header sheet is required for each reporting group.

Returning Forms and Labels

- Students with Pre-ID labels and forms
 - Label goes on the form
- Students with no Pre-ID label
 - Student information is bubbled in



Labels of students who were not tested must be returned to Questar.

Option 1

- Place the label on the document, mark any non-participation code and return to Questar with your submission.
- Exceptions: Fluent Students (Level 5)

Option 2

- Use the "Student Not Tested Form 2013" found at
- https://ut-servicepoint.questarai.com/SVDocs/UT-UALPA/UT1302/UALPA SNT Form.pdf



SCHOOL INFORMATION

School Name

District Name:

INSTRUCTIONS

- Write in your School and District
- Place the pre-printed labels for students not testing in the dotted label boxes to the right.
- To accommodate more than four students, this form my be duplicated as needed.
- Using the non-participation codes below, fill in the appropriate bubble above the pre-printed label to indicate why the student did not test
- Return this form to Questar along with other testing materials as detailed in the General Instructions
- If you have any questions, please contact Questar's Customer Service at (800) 574-5583.

STUDENT NOT TESTED (Non-participation Codes)

- 1. Absent-Unable to make up test
- 2. Excused
- 3. Unknown Student
- Officially withdrawn from class/schoo
 Private or Home School
 non-participation
- 6. Refused to Test (RT)
- 7. Fluent-level Student
- 8. Other

Student Not Tested Form 2013

Use this form if a student has received a pre-printed label but will not be taking the examination. Please read the instructions below.

SNT Code: 12346678

ALIGN TOP OF LABEL HERE
Position label WITHIN the dotted lines.

SNT Code: 12345678

ALIGN TOP OF LABEL HERE
Position label WITHIN the dotted lines.

SNT Code: 12345678

Position label WITHIN the dotted lines.

SNT Code: 12346678

ALIGN TOP OF LABEL HERE
Position label WITHIN the dotted lines.



Send All Materials to Questar

- All completed answer documents must be sent to Questar; do NOT send any materials back to the USOE.
- Follow the directions found in the return kits provided by Questar.
- For any questions related to answer document return contact Questar Customer Service:

Phone: 800-574-5583

Email: <u>UALPA@questarai.com</u>

Website: https://ut-servicepoint.questarai.com/Login.aspx?ReturnUrl=%2f

Reporting

Questar will be generating "read-only" logins for ALS directors to view reports and scores.

2013 UAA

Demonstrations of UAA data collection:

- March 21st, following Assessment
 Director's meeting (in-person only no webinar)
- March 22nd, 10:30 a.m. (webinar only)
 http://connect.schools.utah.gov/ad



CBT Updates

- Semester/Trimester data windows must be closed by 5:00 p.m. March 8, 2013
- Spring live environment opens March 25, 2013
- 2012-2013 Public Reporting Fields
 - Process to add/change PRFs will be announced at March Assessment Director's meeting.



UTIPS Transition

Use ONLY Math, Science, Language Arts Item Pool

Move to Formative SAGE, Fall 2013

Same item types as the Summative SAGE Instructional resources based on student performance

Tests With Only Teacher-Created Items Use UTIPS Core 2013-2014

Formative SAGE will support this feature as early as February, 2014

District/School Benchmark Tests Use UTIPS Core 2013-2014

Formative SAGE will support this feature as early as February, 2014



Secondary Math

Secondary Math 1: Grade 9 - All ninth graders are required to take the assessment

Secondary Math 2: Grade 10- All tenth graders are required to take the assessment

Secondary Math 3: All students enrolled in Secondary Math 3 are required to take the assessment



Individual SGP Reports

- Available in Move-It
- PDFs organized alpha by current school, grade
- Explanation PDF available for teachers, parents and students
- Distribution decisions to be made by LEAs



Understanding Your Child's Academic Progress

How is my child doing? This is a simple question many parents ask when they see a child's test score. There are actually two issues involved when tests are given: Level of Achievement and Growth.

Level of Achievement: Was my child's test score high enough?

Growth: Are my child's test scores improving quickly enough to move up to the next level, keep from falling behind, or catch up?

Growth: The other half of the story. Most tests we take give only a score reflecting something about our level of achievement (pass/fail, A/B/c/D/F grade, etc.). Until recently, Utah children received a proficiency score for each of the CRT academic areas of English language art, mathematics, and science, and a progress score that was designed to help view kids' progress towards a higher achievement level. But we recognized that a better measurement was needed to track growth.

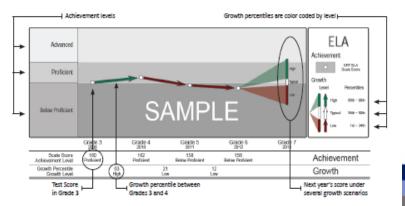
Achievement levels provide only one part of the story - a snapshot of performance at a single point in time. The other half of the story is each child's growth in learning, Growth shows success in the education system because it shows us where positive change is happening for students and schools.

The Utah Student Growth Percentile (SGP) measures the academic progress each student has made in a year. However, instead of just saying how many points a student has gained or lost since the previous year, the model tells us how a student's progress compares to other students with a similar CRT score history. These SGP scores range from 1 (lowest growth) to 99 (highest growth). Percentiles are not percent correct scores, and do not tell us anything about students' "snapshot" achievement levels. Even students with low test scores can get high student growth percentiles, if they made great progress since the previous year's test.

For example, in the sample plot below, this boy's ELA score between 2009 and 2010 went up, and his growth percentile was 63. His growth was therefore as high as or higher than 63% of other students at a similar level of proficiency; in other words, only 37% of similar students progressed more than he did. FROM 2010 to 2011 the Growth Percentile was 21 and considered low growth as marked by the red arrow. A 50th percentile growth score is right in the middle, so it's a typical growth score across the state — not particularly low or high. On the other side of this page is a detailed graph pointing out how to read all the components of your child's growth and achievement history report. The sample below will help you to understand what those graphs are telling you about your child's academic growth.

We hope that this report of your child's growth scores will help you see your child's academic progress in a new, more useful way. This new academic growth report can form the basis of fresh, better-informed conversations with your child's school and teachers because it is more than just a snapshot of what has already happened. We encourage you to discuss your child's achievement levels and growth in new and more challenging ways. Instead of "How is my child doing?" you can ask a teacher or principal more focused questions such as:

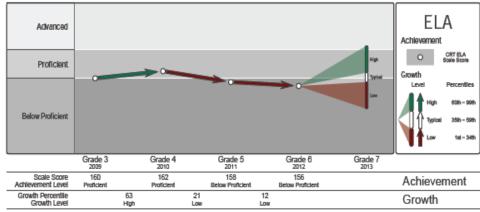
- What steps can we take since my son's growth in Language Arts wasn't good enough, and he needs to catch up?
- . Is my daughter's academic growth enough to keep her Proficient in math next year?
- · What will it take for my son to move up to "Advanced" in science next year?

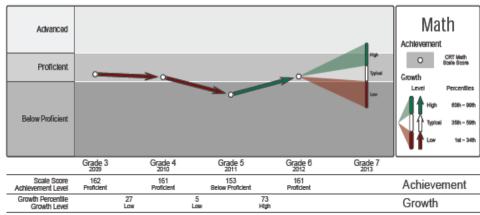


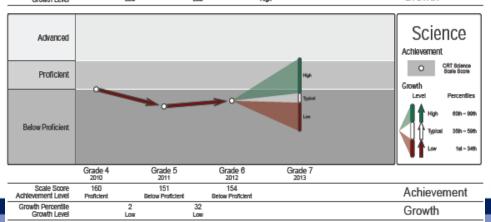


Example Student

Example School









AIR Update

- Student Assessment of Growth and Excellent (SAGE)
- Webinars 1st Wednesday at 2 pm
 - March 6 Topics: Timeline Update, Blueprint Update, SAGE Summative/Interim item demo
 - April 3 Topic: Demonstration of SAGE Formative

